

<p>What is the teacher doing (How are they teaching)?</p>	<p>What are the students doing (How are they learning)?</p>
<ul style="list-style-type: none"> <li>- Standing at the front of the class</li> <li>- Tells students the objectives for the day</li> <li>- Adding and Subtracting Polynomials</li> <li>- Displays the google Powerpoint outlining the assignments that will be completed in class</li> <li>- Reviews the warm-up activity</li> <li>- Identifies problematic equations and ask students to elaborate on their thinking</li> <li>- Goes over the expectations for showing your work</li> <li>- Worked problems out on the board</li> <li>- Then students do</li> </ul> <p><b>It is evident that the teacher has established a positive learning community. The teacher provides clear expectations and routines. The teacher provided opportunities for collaborative learning to occur and asked students to show their work. The teacher does a great job of activating prior knowledge and lots of opportunities to complete similar equations that were completed during whole group instruction before moving to independent assignments.</b></p>	<ul style="list-style-type: none"> <li>- Students are sitting in their seats</li> <li>- Students are following along as the teacher reviews expectations</li> <li>- Students ask clarifying questions and provide responses in a respectful way</li> <li>- Students are taking notes</li> </ul> <p><b>It is clear that students and the teacher have established mutual respect with one another. The material needed for the day were located at the student learning station, which is easily accessible to all students. Students were actively engaged in the lesson and took notes as the teacher reviewed the content. Students appeared relaxed and motivated. Students asked clarifying questions and served as peer instructors while completing their collaborative assignments.</b></p>